

1991

Doctoral Programs in Clinical Psychology Policies and Procedures 1991-1992

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Doctoral Programs in Clinical Psychology

Policies and Procedures Handbook

1991 - 1992



Center for Psychological Studies
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7550

**Doctoral Programs in
Clinical Psychology**

**Policies and Procedures
Handbook**

1991-92

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The Academic Calendar

The on-campus academic programs are offered during an academic year that is divided into semesters. Additionally, there are two summer sessions. The following 1991-92 calendar applies to all programs offered through the Center except the field-based program.

Fall 1991

Tues., Aug. 27	Orientation and registration for new doctoral students.
Wed., Aug. 28-Sept 3	Registration for doctoral students.
Mon., Sept. 2	Labor Day; University offices closed.
Tues., Sept. 3	Classes begin. Last day for regular registration. Late registration fee of \$30.00 will be charged after this date. End of 100% refund.
Mon., Sept. 9	Rosh Hashanah; University offices closed.
Tues., Sept. 10	Last day for completing late registration.
Fri., Sept. 13	Last day for adding classes.
Mon., Sept. 16	End of 80% refund.
Wed., Sept. 18	Yom Kippur; University offices closed.
Mon., Sept. 23	End of 60% refund.
Mon., Sept. 30	End of 40% refund.
Mon., Oct. 7	End of 20% refund. Last day for dropping classes.
Thurs., Nov. 28-29	Thanksgiving; University offices closed.
Mon., Dec. 16	Fall semester ends.
Thurs., Dec. 19	Final grades due in Academic Affairs office.
Tues., Dec. 24 (noon) - Dec. 25	Christmas; University offices closed.
Tues., Dec. 31 (noon)	New Year's Eve; University offices closed.

Winter 1992

Wed., Jan. 1	New Year's Day; University offices closed.
Thurs., Jan. 2-6	Registration for doctoral students.
Mon., Jan. 6	Classes begin. Last day for completing regular registration. Late registration fee of \$30.00 will be charged after this date. End of 100% refund.
Mon., Jan. 13	Last day for completing late registration.
Fri., Jan. 17	Last day for adding classes. End of 80% refund.
Mon., Jan. 20	Martin Luther King, Jr. Day; University offices closed.
Fri., Jan. 24	End of 60% refund.
Fri., Jan. 31	End of 40% refund.
Fri., Feb. 7	End of 20% refund; last day for dropping courses.
Mon., Mar. 2-6	Spring Break.
Fri., Apr. 17	Good Friday; University offices closed.
Fri., Apr. 24	Winter semester ends.
Thurs., Apr. 30	Final grades due in Academic Affairs office.

Summer 1992 - Term I

Wed., Apr. 29-May 4	Registration for doctoral students.
Mon., May 4	Classes begin. Last day for regular registration. Late registration fee of \$30.00 will be charged after this date. End of 100% refund.
Fri., May 8	Last day for completing late registration. End of 75% refund period.
Fri., May 15	Last day for adding classes. End of 50% refund period.
Fri., May 22	Last day for dropping classes. End of 25% refund period.
Mon., May 25	Memorial Day; University offices closed.
Fri., June 26	Summer session ends.
Thurs., July 2	Final grades due in Academic Affairs office.
Fri., July 3	Independence Day; University offices closed.

Summer 1992 - Term II

Wed., June 24-29	Registration for doctoral students.
Mon., June 29	Classes begin. Last day for completing regular registration. Late registration fee of \$30.00 will be charged after this date. End of 100% refund.
Thurs., July 2	Last day for completing late registration. End of 75% refund period.
Fri., July 3	Independence Day; University offices closed.
Fri., July 10	Last day for adding classes. End of 50% refund period.
Fri., July 17	Last day for dropping classes. End of 25% refund period.
Fri., Aug. 21	Summer session ends.
Thurs., Aug. 27	Final grades due in Academic Affairs office.

ALL UNIVERSITY OFFICES ARE CLOSED ON THE FOLLOWING DAYS:

1991

Jan. 21
March 29
May 27
July 4
Sept. 2
Sept. 9
Sept. 18
Nov. 28-29
Dec. 24 noon -
Dec. 25
Dec. 31 noon-
Jan. 1 (1992)

Martin Luther King, Jr. Day
Good Friday
Memorial Day
Independence Day
Labor Day
Rosh Hashanah
Yom Kippur
Thanksgiving

Christmas

New Year's Day

1992

Jan. 20
April 17
May 25
July 3
Sept. 7
Sept. 28
Oct. 7
Nov. 26-27
Dec. 24 noon -
Dec. 25
Dec. 31 noon -
Jan. 1 (1993)

I. Introduction to the Center for Psychological Studies

Introduction

The Center for Psychological Studies welcomes you to graduate study at Nova University. Because of the competitive nature of the application process for the Ph.D. and Psy.D. clinical programs, your admission assures that you have distinguished yourself by your academic and professional achievements.

The Center has many resources available to you during your training years. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, schools, hospitals, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Ph.D. and Psy.D. clinical programs. Knowledge of the contents of the *Handbook* and of the Center for Psychological Studies *Bulletin* is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it. **Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them.** The graduate programs continue to evolve, and periodically there may be changes in curriculum, research, practicums, and other requirements. Because these changes occur to improve the training of psychologists, changes will become part of the requirements for graduation for all students at the discretion of the Dean, regardless of the students' status in the program. (See also Reservation of Power, p. 52)

Accreditation

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. In addition, the Ph.D., Psy.D. and internship programs are fully accredited by the American Psychological Association.

Center Philosophy

The Center, also called the School of Psychology, is tripartite in its mission. It provides quality educational experience and training in psychology. The Center also encourages the advancement of knowledge through research, and provides high level psychological services to a variety of individuals with varying needs. The Center believes it is best suited to provide for the educational needs of society by supporting a wide range of points of view within psychology. While many "schools of thought" are represented within the Center, no particular position or point of view dominates.

The Center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are encouraged to remain active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. The master's programs in mental health counseling and school guidance and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools.

Finally, the Center provides educational experience for the professional community. Respecialization training for nonclinical psychologists is available. Advanced training is provided to licensed mental health professionals, faculty and students through the Continuing Education Program Series.

The Center believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if his or her training encourages critical thinking, creative analysis, and an openness to new ideas and opinions.

The Center's strong commitment to training psychologists both as researchers and as practitioners is evident by its various programs. While programs train students in research and practice, the Ph.D. program is based on a *scientist-practitioner* model and the Psy.D. program is based on a *scientifically trained practitioner* model. Each program has a structured curriculum that develops the knowledge and skills relevant to the program's model.

Beyond the required courses and experiences of each doctoral program, individual interests develop through elective course offerings. The electives provide the opportunity for experience in a variety of specialties such as family therapy, child-clinical psychology, neuropsychology, family violence, psychoanalytic psychotherapy, the applied analysis of behavior, etc. The electives provide flexibility for the students to establish specialized interests.

The Center for Psychological Studies commits to developing strong collegial relationships between faculty and students. These relationships facilitate the instructional process by maximizing the support available to students.

Ph.D. Program

The Doctor of Philosophy degree in clinical psychology adheres firmly to the principle that psychology is an empirically based discipline. The clinical psychology program will contribute most to the society that supports it, if the education provides for the acquisition of the roles of the scientist and the practitioner. The focus of this program is on the empirical analysis of current topics and problems in clinical psychology. The development of sophistication in applied clinical research is emphasized. It is believed that only through the investigation of the psychological problems confronting contemporary society can solutions be found. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems, rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. Through a sequence of formal clinical courses, and through increasingly responsible exposure to clinical populations in supervised practica, the program develops the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Graduates of this program are providing psychological services in a number of settings. Some have chosen academic settings, while others have chosen medical schools. Still others have become agency administrators. The majority of the graduates, however, have opted to work in service settings that allow them to use their clinical training and their training in program and outcome evaluations.

Psy.D. Program

Traditionally, the training model for clinical psychologists has focused on training the graduate student first as a scientist and second as a practitioner. However, with the growing need in society for practitioners, many graduate students have elected to enter directly into the clinical services arena rather than academics or research. Consequently, in the 1960s, proposed alternate training procedures led to the development of programs emphasizing a professional practitioner-scientist model. This model was officially endorsed at the APA Vail Conference in 1973 as a more viable foundation for the education and training of individuals preparing to enter careers concerned primarily with direct clinical intervention, delivery of psychological services, and professional practice, as opposed to the research-oriented training they had been receiving.

The primary goal of the Psy.D. (Doctor of Psychology) program is to offer academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. Through a carefully planned curriculum, students become skilled in the administration and interpretation of cognitive and personality tests. Clinical skills are molded by a sequence of therapeutic technique courses. These courses are supplemented by a variety of practicum experiences which include intense supervision. The Psy.D. curriculum aims to properly and expertly train the student to perform as a clinician, private practitioner, supervisor, mental health consultant, teacher of clinical psychology, administrator of human service programs, and a consumer of research. The degree of expertise in these various specialties, of course, is contingent upon the individual's educational concentrations, training exposures and career aspirations.

II. Curriculum and Degree Completion Requirements

The Ph.D. and Psy.D. programs are full-time, on-campus programs typically requiring a minimum of five years of postbaccalaureate study, including the completion of a Dissertation or Research Project and a one-year, full-time predoctoral Clinical Internship. This five-year minimum may be lessened under certain circumstances, but in all cases a minimum residency requirement of three years must be met. A student is expected to complete all requirements for the degree within eight years of the date of first registration. (See Time Limit Requirements, p. 26)

In both programs, students must satisfactorily complete all curriculum requirements including Clinical Practicum, the Clinical Competency Examination, Dissertation (Ph.D.) or a Professional Research Project (Psy.D.), and the predoctoral Internship. The components of each of the doctoral programs are as follows:

- General Curriculum
- Colloquium
- Electives
- Clinical Practicum
- Research Requirements (including Dissertation or Professional Research Project)
- Clinical Competency Examination
- Clinical Internship

Each of these components is discussed in the following sections of the *Handbook*.

General Curriculum

The curriculum of each of the doctoral programs is designed to provide the knowledge and training necessary for the student to develop as a clinical psychologist. The curricula were developed by the faculty to provide both depth and breadth in psychology to the extent feasible within the time span of a graduate program. Both programs also meet the curricular requirements of the American Psychological Association. Graduates from both

programs have been eligible for licensure in Florida and other states. However, since licensure requirements can change, each student must examine the licensure requirements of the state to which they may apply to ensure that the state's educational requirements are met.

The curriculum of each program is presented below in a model course sequence. While the courses will generally be offered in the sequences shown, exceptions do occur. The student should not regard the sequences as inviolable. To assist the student in completing the program, some courses are offered during the summer sessions. Students are free to plan an individualized course sequence that will best meet their educational goals and timetables. In doing so, however, care should be exercised to ensure that all prerequisites and corequisites are met. Students should seek guidance from appropriate faculty members.

The Ph.D. program requires a minimum of 109 credit hours, whereas the Psy.D. program requires a minimum of 107 credits. The required courses arranged in a model sequence are presented on the following pages.

REQUIRED COURSES AND THEIR PREREQUISITES

FIRST YEAR FALL SEMESTER	PREREQUISITES	CR
1401 HISTORY AND SYSTEMS OF PERSONALITY THEORY		3
1403 ADULT PSYCHOPATHOLOGY		3
1501 ASSESSMENT I: INTELLECTUAL		2
1503 ASSESSMENT II: INTERVIEWING WITH LAB		2
1603 PSYCHOTHERAPY I: THEORIES, APPLICATIONS & RESEARCH		3
1701 CLINICAL OBSERVATION I		1
1803 RESEARCH PRACTICUM I		1
TOTAL		15
FIRST YEAR WINTER SEMESTER		
1402 SOCIAL-COGNITIVE BASES OF BEHAVIOR		3
1404 DEVELOPMENTAL PSYCHOPATHOLOGY & INTERVENTIONS		3
1406 PROFESSIONAL ISSUES & ETHICS		1
1504 ASSESSMENT III: PERSONALITY & BEHAVIORAL	1501-3	3
1604 PSYCHOTHERAPY II: CASE CONCEPTUALIZATION & INTERVENTIONS	1603	3
1702 CLINICAL OBSERVATION II	1701	1
1804 RESEARCH PRACTICUM II	1803	1
TOTAL		15
SECOND YEAR FALL SEMESTER		
2401 COLLOQUIUM SERIES ON SPECIAL POPULATIONS		1
2501 ASSESSMENT IV: RORSCHACH & FULL BATTERY	1501-3-4	3
2701 CLINICAL PRACTICUM I	1403-4-6	3
	1501-3-4,1603,1604,1702	
2703 SUPERVISION I		1
2803 RESEARCH PRACTICUM III	1804	1
2805 ADVANCED RESEARCH DESIGN		3
ELECTIVE (INTERVENTION)	1603,1604	3
INTERVENTION ELECTIVE CAN BE TAKEN FALL, WINTER OR SUMMER OF SECOND YEAR.		
PREREQUISITE TO PSY 3701 PRACTICUM III		
TOTAL		15
SECOND YEAR WINTER SEMESTER		
2402 PSYCHOBIOLOGY & PSYCHOPHARMACOLOGY W/LAB		4
2702 CLINICAL PRACTICUM II	2701	3
2704 SUPERVISION II	2703	1
2804 RESEARCH PRACTICUM IV	2803	1
2806 MULTIVARIATE STATISTICAL METHODS I	2805	4
ELECTIVE		3
TOTAL		16

THIRD YEAR FALL SEMESTER	PREREQUISITES	CR
3401 PROFESSIONAL DEVELOPMENT	1406	1
3701 CLINICAL PRACTICUM III	2501,2702,2704, AND INTERVENTION ELECTIVE	3
3703 SUPERVISION III	2704	1
3803 MAJOR PAPER	2804	3
3805 MULTIVARIATE STATISTICAL METHODS II	2806	4
ELECTIVE (INTERVENTION)	1603,1604	3
TOTAL		15
THIRD YEAR WINTER SEMESTER		
3702 CLINICAL PRACTICUM IV	3701,3703 AND INTERVENTION ELECTIVE	3
3704 SUPERVISION IV	3703	1
3808 ADVANCED TESTS & MEASUREMENTS	3805	3
ELECTIVE		3
ELECTIVE		3
TOTAL		13
FOURTH YEAR FALL SEMESTER		
5850 DISSERTATION		6
ELECTIVE		3
TOTAL		9
FOURTH YEAR WINTER SEMESTER		
5850 DISSERTATION		6
ELECTIVE		3
TOTAL		9
FIFTH YEAR		
5700 INTERNSHIP	ALL COURSEWORK	2
(1 CR PER SEMESTER-FALL AND WINTER)		
TOTAL		2
TOTAL DEGREE CREDITS		109
ELECTIVES - PH.D. STUDENTS ARE REQUIRED TO TAKE ELECTIVES IN THE FOLLOWING AREAS:		
3 INTERVENTION ELECTIVES (PRE-REQS. 1603 AND 1604. MUST INCLUDE ONE MULTI-CLIENT ELECTIVE)		
4 ANY AREA		

ENTRY FALL, 1991

NOVA UNIVERSITY CENTER FOR PSYCHOLOGICAL STUDIES

PSY.D. PROGRAM

REQUIRED COURSES AND THEIR PREREQUISITES

FIRST YEAR FALL SEMESTER

1401 HISTORY AND SYSTEMS OF PERSONALITY THEORY		3
1403 ADULT PSYCHOPATHOLOGY		3
1501 ASSESSMENT I: INTELLECTUAL		2
1503 ASSESSMENT II: INTERVIEWING WITH LAB		2
1603 PSYCHOTHERAPY I: THEORIES, APPLICATIONS & RESEARCH		3
1701 CLINICAL OBSERVATION I		1
TOTAL		14

FIRST YEAR WINTER SEMESTER

1402 SOCIAL-COGNITIVE BASES OF BEHAVIOR		3
1404 DEVELOPMENTAL PSYCHOPATHOLOGY & INTERVENTION		3
1406 PROFESSIONAL ISSUES & ETHICS		1
1504 ASSESSMENT III: PERSONALITY & BEHAVIORAL	1501-3	3
1604 PSYCHOTHERAPY II: CASE CONCEPTUALIZATIONS & INTERVENTIONS	1603	3
1702 CLINICAL OBSERVATION II	1701	1
TOTAL		14

SECOND YEAR FALL SEMESTER

2401 COLLOQUIUM SERIES ON SPECIAL POPULATIONS		1
2501 ASSESSMENT IV: RORSCHACH & FULL BATTERY	1501-3-4	3
2701 CLINICAL PRACTICUM I	1403-4-6	3
	1501-3-4,1603,1604,1702	
2703 SUPERVISION I		1
2801 INTERMEDIATE STATISTICS WITH LAB		4
ELECTIVE (INTERVENTION)	1603,1604	3
INTERVENTION ELECTIVE CAN BE TAKEN FALL, WINTER OR SUMMER OF SECOND YEAR.		
PREREQUISITE TO PSY 3701 PRACTICUM III		
TOTAL		15

SECOND YEAR WINTER SEMESTER

2402 PSYCHOBIOLOGY & PSYCHOPHARMACOLOGY W/LAB		4
2502 ADVANCED FULL BATTERY	1501-3-4,2501	3
2702 CLINICAL PRACTICUM II	2701	3
2704 SUPERVISION II	2703	1
2802 INTERMEDIATE RESEARCH DESIGN	2801	3
TOTAL		14

THIRD YEAR FALL SEMESTER

3401 PROFESSIONAL DEVELOPMENT	1406	1
3701 CLINICAL PRACTICUM III	2501,2702,2704, AND INTERVENTION ELECTIVE	3
3703 SUPERVISION III	2704	1
ELECTIVE (INTERVENTION)	1603,1604	3
ELECTIVE		3
ELECTIVE		3
TOTAL		14

THIRD YEAR WINTER SEMESTER

3702 CLINICAL PRACTICUM IV	3701,3703 AND INTERVENTION ELECTIVE	3
3704 SUPERVISION IV	3703	1
5800 RESEARCH PROJECT		3
ELECTIVE		3
ELECTIVE		3
TOTAL		13

FOURTH YEAR FALL SEMESTER

5800 RESEARCH PROJECT		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
TOTAL		12

FOURTH YEAR WINTER SEMESTER

ELECTIVE	3
ELECTIVE	3
ELECTIVE	3
TOTAL	9

FIFTH YEAR

5700 INTERNSHIP	ALL COURSEWORK	2
(1 CR PER SEMESTER-FALL AND WINTER)		
TOTAL		2

TOTAL DEGREE CREDITS

107

ELECTIVES - PSY.D. STUDENTS ARE REQUIRED TO TAKE ELECTIVES IN THE FOLLOWING AREAS:

5 INTERVENTION ELECTIVES (PRE-REQS. 1603 AND 1604 MUST INCLUDE ONE MULTI-CLIENT ELECTIVE)
 1 ASSESSMENT
 6 ANY AREA

Master of Science in Psychology

Students enrolled in the Ph.D. or Psy.D. Programs in Clinical Psychology may earn, as an intermediate degree, the Master of Science in Psychology. The curriculum for this degree consists of a minimum of 45 credit hours normally offered during the first two years of the doctoral program. The courses for both Ph.D. and Psy.D. students are:

- PSY 1401 History and Systems of Personality Theory
- PSY 1402 Social-Cognitive Bases of Behavior
- PSY 1403 Adult Psychopathology
- PSY 1404 Developmental Psychopathology and Interventions
- PSY 1406 Professional Issues and Ethics
- PSY 1501 Assessment I: Intellectual
- PSY 1503 Assessment II: Interviewing with Lab
- PSY 1504 Assessment III: Personality and Behavioral
- PSY 1603 Psychotherapy I: Theories, Applications and Research
- PSY 1604 Psychotherapy II: Case Conceptualization and Intervention
- PSY 1701 Clinical Observation I
- PSY 1702 Clinical Observation II
- PSY 2401 Colloquium Series on Special Populations
- PSY 2501 Assessment IV: Rorschach and Full Battery
- PSY 2701 Clinical Practicum I
- PSY 2703 Supervision I

Additional required courses for Ph.D. students:

- PSY 1803 Research Practicum I
- PSY 1804 Research Practicum II
- PSY 2803 Research Practicum III
- PSY 2805 Advanced Research Design

Additional required courses for Psy.D. students:

- PSY 2801 Intermediate Statistics with Lab
and one elective.

Graduates with this degree will not have met the educational requirements for certification or licensure in Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Ph.D. or Psy.D. student to demonstrate master's-level achievement.

Colloquium Series on Special Populations

A lecture series is offered to all doctoral students and faculty. Second-year students are required to register for and attend these lectures as part of their curriculum. Other faculty and students are encouraged to attend. The colloquia typically are presented by speakers from local institutions, including Nova University. From time to time distinguished speakers from outside the local area are brought to Nova University to present a colloquium. The lectures will include a variety of topics regarding disadvantaged, under-represented, and minority populations.

Electives

Each of the doctoral curriculum allows for the student to take elective courses in order to meet individual special interests and to enrich the educational experience. Students may choose electives from any of the doctoral offerings of the Center for Psychological Studies. Note that in each curriculum a certain number of electives specified must be taken in the therapy and/or assessment area. Students should note that PSY 2801: Intermediate Statistics with Lab and PSY 2802: Intermediate Research Design are not considered electives for Ph.D. students. With the consent of the Director of Academic Affairs, course offerings in other academic centers at the University, such as business, education, law, or computer science, may also be taken as electives. Possible electives include, but are not limited to, the following courses:

Partial Listing of Doctoral Electives

General

PSY4401	Clinical Neuropsychology
PSY4403	Neuroanatomy
PSY4405	Clinical Approaches: Applied Psychophysiology and Biofeedback
PSY4406	Seminar in Addictive Behavior
PSY4407	Seminar in Social and Clinical Psychology
PSY4408	Seminar in Anxiety Disorders
PSY4409	Pediatric Psychology
PSY4410	Psychology in Fiction
PSY4411	Clinical Sport Psychology
PSY4418	Forensic Psychology: Criminal Law
PSY4419	Forensic Psychology: Family Law
PSY4420	Introduction to Law and Psychology
PSY4422	Skills in Clinical Supervision and Administration
PSY4429	Computing Skills in Psychology

Assessment

PSY1303	Developmental Disability and Assessment I
PSY1304	Developmental Disability and Assessment II
PSY4501	Advanced Clinical Neuropsychology
PSY4502	Advanced Projective Techniques
PSY4503	MMPI
PSY4513	Forensic Assessment
PSY4514	Child Neuropsychological Assessment
PSY4516	Assessment of Malingering and Deception

Intervention

PSY4602	Case Conference: Child
PSY4603	Play Therapy
PSY4605	Marital and Family Therapy
PSY4606	Marital and Family Therapy II
PSY4607	Group Therapy
PSY4610	Human Sexuality and Sex Therapy
PSY4617	Ericksonian Hypnosis and Therapy
PSY4620	Behavior Therapy
PSY4622	Cognitive Behavior Therapy
PSY4625	Behavior Interventions: Disease Process I
PSY4627	Behavior Medicine: Theory and Application
PSY4628	Clinical Biofeedback
PSY4630	Existential Therapy
PSY4631	Humanistic Therapy
PSY4632	Interpersonal/Systems Approaches in Therapy
PSY4635	Psychodynamic Therapy I
PSY4636	Psychodynamic Therapy: Classical and Ego Psychology
PSY4637	Psychodynamic Therapy: Contemporary Approaches
PSY4638	Narcissistic and Borderline Disorders
PSY4639	Psychoanalytic Processes and Phases
PSY4640	Special Problems in Psychotherapy
PSY4641	Psychotherapy - Adolescent
PSY4650	Crisis Intervention
PSY4651	Seminar in Eclectic Therapy
PSY4652	Cross Cultural Counseling
PSY4653	Treatment of Rape Trauma Syndrome
PSY4654	Psychotherapy Intervention Seminar
PSY4655	Family Violence Seminar

Clinical Training

Clinical Practicum The Clinical Practicum portion of both doctoral programs is intended to provide the student with assessment and intervention experience. Students are placed within community treatment settings in Broward, Dade, and Palm Beach counties and work with a diversity of clients and clinical problems. Prerequisite courses for both doctoral programs are the following:

PSY 2701 - Clinical Practicum I

- PSY 1403 Adult Psychopathology
- PSY 1404 Developmental Psychopathology and Interventions
- PSY 1406 Professional Issues and Ethics
- PSY 1501 Assessment I: Intellectual
- PSY 1503 Assessment II: Interviewing with Lab
- PSY 1504 Assessment III: Personality and Behavioral
- PSY 1603 Psychotherapy I: Theories, Applications and Research
- PSY 1604 Psychotherapy II: Conceptualization and Intervention
- PSY 1701 Clinical Observation I
- PSY 1702 Clinical Observation II

PSY 2702 - Clinical Practicum II

- PSY 2701 Clinical Practicum I
- PSY 2703 Supervision I

PSY 3701 - Clinical Practicum III

- PSY 2501 Assessment IV: Rorschach and Full Battery
- PSY 2702 Clinical Practicum II
- PSY 2704 Supervision II
- PSY 46XX Therapy Elective

PSY 3702 - Clinical Practicum IV

- PSY 3701 Clinical Practicum III
- PSY 3703 Supervision III
- PSY 46XX Therapy Elective

Clinical Practica are generally taken in the second and third years of the program. Students register for the Clinical Practicum and also for faculty supervision. Agency placements and faculty supervision assignments are made by the Director of Clinical Training, whose office oversees the practicum process. Students must successfully complete two years of Practicum training prior to sitting for the Clinical Competency Examination and accepting an internship placement. Students required to repeat any supervision course will also be required to obtain additional clinical experience in order to facilitate supervision.

Students are given an opportunity to review the list of available practicum placements and to indicate placement preferences each Winter semester. Lists and site descriptions are on file in the University library. Placement preferences are considered, but cannot be guaranteed. **Under No Circumstance Should Students Seek A Placement On Their Own, Nor Should They Attempt To Contact Field Supervisors To Discuss Placements Without The Permission Of The Director Of Clinical Training.** Only in extraordinary circumstances will students be permitted to take a Practicum in a setting where they were recently or are presently employed. The Director of Clinical Training will make final assignments. Elective Practicum placements will be provided on an as-available basis.

Students are typically assigned placements that span two practica and an 11-month period. Two weeks during that period are allowed for vacation. Students should be aware that some Practicum sites require evening or weekend, as well as daytime, hours. Students will be expected to meet all clinical obligations during holidays and between session breaks. If a student elects to remain at a site on a voluntary basis following the end of the official registration period, formal approval is required by the Director of Clinical Training.

Once a student receives a placement, he or she should contact the designated person at the Practicum site. Typically, the site will require an interview to which the student should take an updated curriculum vitae. Should the site supervisor feel that the student is not suited to that placement, an alternate placement will be arranged.

At the end of each semester, the site supervisor completes an evaluation in which the student is rated on clinical and professional functioning. Supervisors are expected to have the student review, discuss and sign the evaluation. The supervisor submits a recommended grade to the Director of Clinical Training who assigns the final grade. The student also submits an evaluation of both the site and his/her faculty supervisor. Grades are not assigned until all evaluation forms are received. Agencies will receive summary comments compiled from all student evaluations, excluding comments specific to the field supervisor.

A grade of "C" or less in practicum is considered unsatisfactory performance. The student will be required to repeat the course (see Remediation Policy, p. 29). If a student experiences any difficulty while at the practicum site, it should be reported immediately to the Director of Clinical Training. Such problems may include lack of supervision, inadequate supervision, impaired staff relationships, inappropriate or inadequate assignments, etc.

All students will be covered under the Center's professional liability insurance. This policy provides protection while the student participates in any **approved** Center activity. This policy does not provide coverage for any non-approved Center activity or for non-Center-related activity.

Questions on practicum policies and procedures should be directed to the Office of the Director of Clinical Training.

Clinical Competency Examination

All doctoral students are required to pass a Clinical Competency Examination, prior to accepting an internship placement. The examination evaluates the student's ethical knowledge, understanding of and skills in assessment and intervention. In the event a student fails the examination, it can be retaken only one time. Failure to pass the second examination will result in automatic dismissal from the doctoral program.

The Clinical Competency Examination (CCE) is designed to assure that students have achieved an acceptable level of clinical and ethical knowledge and skill performance expected of a student beginning internship. The CCE requires the student to prepare a written and oral case presentation. It will be the student's ultimate responsibility to obtain a case for the CCE.

To be eligible to sit for the examination, students must have successfully completed the assessment and therapy course sequence, as well as the Practicum and supervision sequences, required in the first three years of doctoral training. These sequences are outlined in the *Policies and Procedures Handbook*. In addition, the student must be in good academic standing (i.e., not on probation, leave of absence, etc.).

The CCE must be completed by the end of the Fall semester of the academic year preceding the Internship. Any student failing the CCE must immediately withdraw his or her Internship applications. The student must be registered at the time of the examination, which must be conducted while school is in session, not between sessions or during breaks. Examinations may be scheduled in the Summer session if the Committee is available and agrees to this arrangement. It is the student's responsibility to be certain that he or she sits for and passes the examination AFTER all prerequisite courses are completed and BEFORE the end of the Fall semester.

Specific procedures for the CCE are outlined in the "*Clinical Competency Examination Guidelines*" available from the Office of the Director of Clinical Training.

Internship

A major applied component of doctoral training is the Internship. All students, without exception, are required to successfully complete a 2,000-hour Internship, typically completed in one calendar year. With the permission of the Director of Clinical Training, a student may take up to two years to complete the Internship, which will require a minimum commitment of half-time.

It will be the student's responsibility to investigate and apply for Internship opportunities. Guidance will be provided by the Director of Clinical Training, who will give final approval to the list of Internship sites to which the student applies. Beginning in the Fall 1991, all incoming doctoral students may apply only for APA-approved Internship sites.

To accept an Internship placement, a student must be in good academic standing and must have successfully completed the Clinical Competency Examination within the time frame specified. Ph.D. students must also complete the Major Paper.

Students planning to apply for Internship placements will be assisted by the Director of Clinical Training beginning with a meeting held in September. Prior to submitting applications, students' eligibility must be reviewed by the Director of Clinical Training. Before accepting a placement, final approval will be given by the Director of Clinical Training.

All students will be formally evaluated twice in the course of internship. Students are encouraged to contact the Director of Clinical Training at any time to discuss problem areas or concerns.

Specific guidelines and procedures for the Internship are available from the Office of the Director of Clinical Training.

Professional Liability Insurance

All doctoral students are required to carry professional liability insurance through the University. Students are required to enroll in the plan at the time of registration.

The Center/student professional liability insurance policy provides protection while the student is attending Nova University and while he or she is functioning in **approved** Center activities.

This policy does **not** provide coverage for non-approved or non-Center related activities.

Research Requirements

Both doctoral programs include research training as part of the required curricula. However, because the Ph.D. program trains clinical psychologists primarily as applied scientists, the research experience is considerably more extensive in that program than in the Psy.D. program. The research requirements of the Ph.D. program are described below.

Ph.D. Program

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. During the first semester, the student's involvement usually will consist of observational and supervised experiences. In the second semester, it is generally expected that the student will take a more active role. By the second year it is expected that the student will conduct research on a semiautonomous basis. This involvement may result in a junior authorship of a publishable manuscript. In the third year, the student should begin planning independent

research that will lead to the Dissertation. Alternately, students may serve as advanced members in their advisers' research programs.

Graduates are expected to exhibit competence in research skills and will engage in research activities following the completion of the program. The Ph.D. program will provide opportunities to learn and demonstrate research skills, in part, through the following sequence of required courses:

PSY 1803 Research Practicum I
PSY 1804 Research Practicum II
PSY 2803 Research Practicum III
PSY 2804 Research Practicum IV
PSY 3803 Major Paper

At any point in the above course sequence, students may engage in research that ultimately leads to their Dissertation. In fact, it is expected that the initial research work for the Dissertation will be conducted before the first Dissertation enrollment. At a minimum, however, the above research sequence will prepare the student for the Dissertation.

The above course sequence is structured, in part, as an apprenticeship approach to the acquisition of research skills and, in part, as a structured individual learning experience. In the more advanced phases, students are expected to develop sophistication in conceptualizing and conducting independent research. In the Dissertation, which completes this sequence, the student must demonstrate competency in conducting research in clinical psychology by completing and defending a research study deemed to be of publishable quality. The Dissertation, therefore, represents the culmination of the student's research training and the final predoctoral opportunity to demonstrate acquired research skills.

The following list of learning objectives is a guideline to assist students and research advisers as they plan activities for the research sequence:

1. Given any research article in clinical psychology, the student will be able to critically review it and discuss its strengths and weaknesses in the following areas:
 - (a) The conceptualization of the research problem.
 - (b) The formulation of the research questions/hypotheses.

- (c) The formulation and execution of the research strategies.
 - (d) The execution of the analyses.
 - (e) The interpretation of the data and the analyses.
2. Given multiple articles in a content area, the student will be able to critically abstract the salient points and present them in a cogent manner.
 3. Given the research literature in a specific content area, the student will be able to summarize the conceptual and the methodological issues.
 4. Given the above summary, the student will be able to state a research problem (or problems) that is (are) logically derived from that summary.
 5. Given a research problem, the student will be able to state one or more research questions/hypotheses that are logically derived from the research problem and that are logically related to the summary of the conceptual and methodological issues.
 6. Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address these questions.
 7. Given multiple methodological strategies, the student will be able to critically assess each in terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g., feasibility, cost effectiveness, etc.); following the assessment, the student will be able to select an optimal methodological strategy.
 8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e., conduct the research.
 9. Given a set of research data, the student will be able to analyze them, employing relevant analysis techniques.
 10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.

11. Given the above components of the research process, the student will be able to write the study in a format and style appropriate for publication in an APA journal.

These objectives are organized similarly to an outline of a research publication. Although each student should master the component research skills outlined above, it is not necessary to follow each objective in the order presented. The order is a matter of convenience, and research may or may not be conducted in such an order.

Each Ph.D. student is required to successfully complete a Dissertation dealing with a practical or theoretical area of clinical psychology. Traditionally, the Dissertation represents an independent project that demonstrates the student's ability to survey, integrate, and evaluate literature relevant to the student's project; to develop and conduct a procedure designed to investigate a question, problem, or hypothesis; and to organize, clearly communicate, and defend, in both written and oral form, results and implications.

To be eligible to register for Dissertation, a student must have a chairperson and be in good academic standing. It is in the student's best interest to identify a chairperson and form a dissertation committee as early as possible.

"*Dissertation Guidelines*" are available from the Office of the Dean. Students should become thoroughly familiar with current guidelines that contain specific and detailed information about eligibility, chairperson selection, committee formation, and dissertation content, format and procedure, etc.

Psy.D. Program

Each Psy.D student is required to successfully complete a Professional Research Project intended to provide the student with the opportunity to demonstrate sophistication in the use and conceptualization of research. It is not intended to demonstrate the student's competency in initiating research.

Prior to registering for the Professional Research Project, Psy.D. students are expected to be in good academic standing and have a committee chairperson. The Professional Research Project often will be part of a larger ongoing faculty/Ph.D. candidate research proposal.

Guidelines for the Professional Research Project may be obtained from the Office of the Dean. Students should become thoroughly familiar with current guidelines which contain specific and detailed information on committee formation, research project content, format and procedure, etc.

III. Academic Regulations

Calendar and Classes

Academic Year The academic calendar is outlined at the beginning of this *Handbook*. The academic year of the Ph.D. and Psy.D. programs is divided into two semesters. Students are expected to register for both semesters unless they have an approved leave of absence (see Student Enrollment, p. 25). The Summer sessions are equivalent to the regular semester in contact hours, but are shortened in length. Registration for the Summer sessions is optional for students.

Attendance Attendance at all regularly scheduled meetings of a course is expected. Students who find it necessary to miss a class have the responsibility to obtain the missed information and/or make up work missed.

Religious Holidays It is the policy of the University to excuse, without penalty, students who are absent due to religious observances and to allow the makeup of work missed. Examinations and special required out-of-class activities ordinarily are not scheduled on those days when religiously observant students refrain from participating in secular activities. The University is closed on many commonly observed religious holidays.

Tuition and Fees for the 1991-1992 Academic Year

Doctoral tuition for 1991-92 is \$405 per credit hour. Estimated expenses for the doctoral programs, based on an academic year of two semesters, are as follows:

Tuition	\$9,720-13,770
Application Fee (nonrefundable)	\$ 30
Seat Deposit (nonrefundable, payable after acceptance and credited toward tuition)	\$ 200
Registration Fee (per semester)	\$ 25
Late Registration Penalty	\$ 30
Student Association Fee (per semester)	\$ 10
Professional Liability Insurance Fee (per semester)	\$ 5

Transcript Fee	\$ 3
Graduation Fee	\$ 30
Books and Supplies (approximate)	\$ 600
Housing (nine months on campus)	\$3,500-\$4,500
Estimated living expenses	\$4,500

The expenses outlined above are to be considered as very general estimates and may vary by several hundred dollars, depending upon individual circumstances. Some courses may require additional fees for laboratory and/or rental of equipment.

Please note that fees are subject to change without notice.

Matriculation Status

Students who have been accepted to the program are considered to be matriculated.

Registration Policies

All enrolled students must be in continuous registration every Fall and Winter semester until they receive their degree (see Enrollment Options, p. 25). In the event that (a) all course work has been completed; (b) the student is not registered for internship; and (c) the Dissertation or Research Project has not passed final defense, *continuous registration for a minimum of 1 credit must be maintained until the degree is awarded.* If a student schedules a proposal defense or final defense during Summer semesters, registration for a minimum of 1 credit during that term is required. Students going on internship must register for the Fall and Winter semesters (1 credit each) to fulfill their curriculum requirements. Before leaving the area, students should complete *two* registration forms (with checks to cover tuition and fees attached) and leave them at the Academic Affairs Office. The Fall registration and check will be sent to the registrar's office during the registration period. The Winter registration and post-dated check will be held until registration for Winter is due.

Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance.**

New Students

New students are required to attend Orientation, held during the week of registration.

Late Registration Students who register late will be assessed a late registration fee. The academic calendar stipulates the last day for completing late registration.

Drop/Add The academic calendar outlines the dates and refund schedule for courses dropped by the student. A course that is dropped within the time frame indicated on the academic calendars will not appear on the student's official transcript. Before the residency requirement is satisfied, dropping a course that would bring a student's course load below the minimum semester requirements (9 credits) requires approval by the Director of Academic Affairs.

Withdrawal from Classes (See Grading Policy, p. 27)

Auditing of Courses Under special circumstances, and with permission of the instructor, students may be permitted to audit a course. Fees for auditing will be charged at one-half the rate of regular tuition. Permission from the course instructor and the Director of Academic Affairs is required and space in the class must be available. No credit is given, but such courses appear on the transcript as "Audit."

Transfer of Credits Newly admitted students requesting advanced standing must meet with the Director of Academic Affairs, who is responsible for awarding these credits. At that time sufficient documentation should be presented to allow for evaluation of the student's previous course work. This may include course notes, syllabi, and other supporting material. Only course work taken at the doctoral level will be considered for transfer into one of the doctoral programs. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course(s), an equivalent number of credits must be taken in order to fulfill the degree requirements. All transfer credits must be awarded during the student's first academic year in a doctoral program.

Requests for transfer of credit of first semester courses must be made during the Summer to avoid last-minute planning and possible confusion at the time of first registration. This can be done through correspondence or by making an appointment with the Director of Academic Affairs prior to August 1.

Transfer credits will be awarded when the course being evaluated meets *all* of the following criteria:

1. It is a doctoral-level course taken at an accredited college, university or APA-approved professional school as a post-baccalaureate student. A doctoral level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. This must be verified through the institution's official bulletin or through a letter from the chair of the department.
2. It was completed no longer than five years prior to first registration in this program.
3. A grade of "B" or higher was received. A grade of "P" (Pass) or "Cr" (Credit) or other such grades cannot be accepted as equivalent to "B," unless it can be officially verified as such.
4. It is a course that is evaluated as equivalent to one in the program's required curriculum. Credits will not be awarded for electives.
5. The student must demonstrate competence before credits for assessment courses are awarded.

No transfer credits may be applied to Clinical Observation, Practicum, or Internship.

Transfers Between the Ph.D. and the Psy.D. Programs

The Center for Psychological Studies encourages potential doctoral students in clinical psychology to preselect either the Ph.D. or the Psy.D. program, each of which is distinctive in focus, prior to making application.

Special situations may occur in which doctoral students wish to change the focus of their academic training. While not encouraging interprogram transfers, the Center recognizes that in rare instances such transfer requests must be considered.

Students in either doctoral program desiring to transfer to the other must follow the steps outlined below:

1. The student will present a written request for transfer to the Director of Academic Affairs, who will then meet with the student to discuss the request, its advantages, and its consequence.
2. If the student continues to seek the transfer, the request will be considered. Upon approval, the Director of Academic Affairs will provide notification to the student in writing.
3. If the transfer is not approved, the student will be notified in writing by the Director of Academic Affairs. A meeting will be scheduled to discuss the decision.
4. Doctoral course work taken within the Center for Psychological Studies, where possible, will be credited to a student's record upon completion of the transfer. The Director of Academic Affairs will determine whether previous courses will be credited as required or elective courses in the new program. Courses that meet requirements in the new program will be counted toward degree requirements in that program.

Student Enrollment

Residency and Full- time Status

All students must be in full-time residence for the first three academic years, excluding Summer sessions, to be eligible for the doctoral degree. This requirement is independent of the number of transfer credits the students may receive. In order to maintain student status in the Ph.D. or Psy.D. program, students must be registered **continuously** under one of the following categories until all program requirements are met:

1. For the purposes of fulfilling the three-year residence requirement, students are considered to be full-time if they complete at least nine credit hours each semester.

Should a student consider completing less than nine credit hours in any given semester, special permission is required from the Director of Academic Affairs. If permission is given, this semester is not credited toward the residency requirement and therefore must be made up.

2. Students who have met the residence requirement and who are making satisfactory progress toward degree completion are considered by the Center to be full time when registered for less than nine semester hours in any of the following:

- a) Clinical Internship Only
- b) Dissertation/Research Project Only
- c) Continuing Dissertation/Research Project Advisement Only
- d) Remaining Curricular Course Requirements

Part-time Status

Students who opt to spread their remaining courses over more than one semester and in doing so register for less than nine credits, will be considered part-time.

For purposes of financial aid, full-time and part-time students may be defined differently. Students applying for financial assistance must clarify this with the Office of Student Financial Planning.

Inactive Student

Leave of absence. Students who must interrupt their studies for an appropriate reason, such as illness, may be granted a leave of absence. Students must apply in writing for leave of absence to the Director of Academic Affairs. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances, students should apply for a leave of absence no later than one month prior to registration for the next semester. Students on approved leaves of absence are not charged tuition. Time spent on an approved leave of absence is not charged against the eight- year time limit (see Time Limits, p. 26).

Students who interrupt their studies or who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

Time Limits

All students are expected to complete their program within eight years from the date of first registration. This means that the student is expected to graduate with the doctoral degree within this period of time.

In the event that a student does not complete all requirements within the eight-year time limit, he or she must meet the following requirements in order to maintain student status within the program:

1. Maintain full-time status and residency.
2. Complete nine credits, on campus, each semester excluding Summer sessions, to include:
 - a. Three credits of Research Project or Dissertation Advisement, depending upon the student's program.
 - b. Six credit hours from the current curriculum, required or elective, in therapy, assessment, general and/or practicum courses.
3. Register for Dissertation or Research Project Advisement during Summer sessions if work being conducted requires committee members' time or if the proposal or final defense takes place.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements, unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program.** All other program, Center, and University requirements will be in effect.

Grading Policy The following policies apply to all academic programs in the Center for Psychological Studies. All degree programs in the Center assign grades to course work according to the following system:

Grade	Achievement Rating	Quality Points
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
I	Incomplete	-
PR	In Progress (used for clinical and research practicum)	-
PG	In Progress (used for internship, dissertation, continuing dissertation, research project, continuing research project)	-
W	Withdrawal	-

In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work. Some courses for example: research practicum, the Dissertation (Ph.D. program), and Research Project (Psy.D. program) are graded in terms of Pass ("P") or Fail ("F").

A "W" grade is assigned when a student withdraws from a course *after* the "last day to drop courses" indicated in the academic calendar and *prior* to the 11th scheduled class. A grade of "W" will appear on the student's official transcript. Students failing to officially withdraw prior to the 11th scheduled class will be assigned a failing grade.

An "I" (incomplete) indicates that the student has not completed the course requirements *and* that the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements. Should the instructor choose to assign an incomplete, a contract form is to be completed and signed by the instructor and the student. The original is kept on record in the Office of the Director of Academic Affairs. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed.

A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) has been received in a prerequisite course.

Academic Standing

The academic standing policy for all graduate programs in the Center for Psychological Studies requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

Remediation Policy A student receiving a grade of "F" in any course must repeat the course the next semester that the course is offered, excluding Summer session. Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades (see Dismissal, p. 30); however, only the higher of the two grades will be counted toward the student's grade point average.

A grade lower than "B" in a skills course (assessment or therapy) does not satisfy curriculum requirements. If such a grade is received in a required skills course, it must be repeated. If a grade lower than "B" is received in an assessment or therapy elective, the student has the option of repeating the course or taking another that will satisfy curriculum requirements. Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades (see Dismissal, p. 30). If a course is repeated, only the higher of the two grades will be counted toward the student's grade point average; however, if an alternate elective is taken, both grades will be counted toward the student's grade point average.

A grade of "C" or "F" in a first-year Practicum prerequisite course must be repeated (and at least a grade of B obtained) *before* Practicum can be started, even if the student is not on probation. A grade of "C" in a required skills course (assessment or therapy) obtained while on Practicum, independent of probationary status, can be grounds for removal from Practicum following review by the Director of Clinical Training. If, while on the Practicum, a student goes on probation, the Director of Clinical Training will decide whether the student will terminate or continue Practicum.

A grade of "C" in clinical Practicum reflects inadequate performance and requires a student to be evaluated as to fitness for continuation in the program. In addition, if a student is to be continued, the Practicum must be repeated and a grade of "B" must be achieved. If a student receives a grade of "C" or lower on Internship, termination from the program is *automatic*.

Probation

Academic probation will occur automatically when any of the following conditions exists:

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is awarded.
3. Three concurrent incompletes ("I") appear on the transcript.

The student and the Dean of the Center will receive written notification of the student's probationary status by the Director of Academic Affairs.

The student is allowed one year (two full semesters, excluding Summer sessions) to remove the probationary status. While on probation, students must maintain full-time enrollment.

No student on probation will be permitted to apply for Internship or register for Dissertation credit.

Dismissal

Automatic dismissal from a doctoral program in the Center for Psychological Studies will occur when any of the following conditions exists:

1. Academic probation extends beyond one year.
2. More than 2 grades below "B" are received.
3. Two grades of "F" are received.
4. The Clinical Competency Examination is failed a second time.
5. A grade of "C" or lower is received for Internship.

Evaluation of Doctoral Students

Each student is continually evaluated while enrolled in the program, including while on Internship. In addition to course evaluations, faculty evaluation of all students is coordinated by the Director of Academic Affairs. The purpose of this evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure to ensure high-quality standards for the profession of psychology. All relevant information such as academic achievements, clinical Practicum evaluations, etc. is considered. The student's attitude and aptitude will be assessed at the end of every semester by each instructor of courses the student is taking. During the student's first year, this information may be used to assess readiness for Practicum placement.

If, at any time, a faculty member has reason to question the satisfactory progress of any student in the program, he or she will discuss the problem with the student. If the problem persists, the faculty member may then bring that student to the attention of the entire faculty for additional review and comment. While it is difficult to operationally define specific characteristics associated with quality professionalism, students and faculty have targeted several behavioral categories that they consider to be integral and necessary parts of professional functioning. These broad areas are the following:

1. Academic abilities

- a. Academic standing as discussed above.
- b. Ability to communicate orally and in writing.
- c. Timely and responsible performance of assignments.
- d. Clinical Competency Examination performance.
- e. Management of Dissertation or Research Project.

2. Responsible behavior

- a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
- b. Accepting responsibility for own work.
- c. Carrying through and completing tasks.
- d. Seeking needed guidance from appropriate sources.

3. Ethical Behavior

- a. Completing the Ethics class with a grade of B or better; students receiving a lower grade must retake the course until a grade of B or better is achieved.
- b. Abiding by the ethical standards of the profession as delineated in the American Psychological Association's *Ethical Standards of Psychologists*.
- c. Abiding by University requirements as outlined in this *Handbook* and in other materials available in the Office of the Associate Dean, with his or her consent.

4. Intrapersonal Behavior

- a. Displaying mature and appropriate behavior.
- b. Demonstrating ability to function independently.

- c. Showing usual and customary judgment and discretion in both student and professional activities.
- d. Participating in activities that are pursuant to professional development.
- e. Developing intrinsic criteria to evaluate own performance.

5. Interpersonal Behavior

- a. Ability to give, accept, and utilize constructive criticism.
- b. Developing and maintaining positive relationships with peers and faculty.
- c. Developing satisfactory working relationships with supervisors and advisers.

Ethical Issues

General Guidelines for Students and Graduates

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the *Ethical Principles for Psychologists* as approved and adopted by the Committee on Scientific and Professional Ethics and Conduct (*American Psychologist*, June 1981); to the provisions of the Florida Licensing Law; and to the provisions of the American Psychological Association's *General Guidelines for Providers* (1987). A copy of the full text of materials to which students and graduates are expected to conform is available in the Office of the Associate Dean. From time to time, these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

- 1. No student should represent himself or herself as being in possession of the doctoral degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the Board of Trustees has met and conferred the degree.
- 2. It is misleading and inappropriate to append "Ph.D." or "Psy.D." student, or some similar designation, after one's name.

3. A student should guard against being in a position of having final clinical responsibility for clinical work. This point is most important both ethically and legally.
4. In Florida, new graduates are legally ineligible to represent themselves as "psychologists" or "psychotherapists" or to offer or advertise independent psychological services until the Florida license is awarded.
5. Students should familiarize themselves with the State of Florida law for psychologists (*Florida Statutes*, Chapter 490).

Discrimination

Nova University works to create an academic environment that is fair, humane, and responsive to all students, an environment that supports, nurtures, and rewards career and educational goals on the basis of ability and work performance.

Racial, ethnic, or gender discrimination in addition to sexual or other harassment by faculty, administration, other students, or University employees is inimical to such an environment. Such conduct is an abuse and, whenever imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Office of the Dean.

Policy on Dual Relationships Between Faculty and Students

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Sexual relationships between faculty and students are explicitly discouraged. Sexual harassment of students by faculty is forbidden.

It is specifically required that whenever either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the Center for Psychological Studies. This documentation shall be retained in both the student's and the faculty member's permanent files.

As necessary, an Ad Hoc Committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided to a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g. Practicum work, supervised University research, Internship or course work). Approval of such rendering of service must be in writing and approved by the Dean.

The provision of psychological services by faculty to students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the provision of psychological services to a student must be approved by the Dean.

Student Appeals

The purpose of the Student Appeals Process is to allow students to grieve matters concerning policy, procedure, or administrative action having a direct impact on them, and to provide for the orderly resolution of these matters.

Informal Procedure Prior to initiating a formal appeal the student must first meet with the particular faculty member or administrator and attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Director of Academic Affairs, where attempt at informal resolution will be continued. *This must be done within 30 days following the occurrence of the situation giving rise to the appeal.* Should this process fail to bring about an acceptable resolution of the problem, the student must next request intervention through the Dean of the Center for Psychological Studies.

Formal Procedure

1. The student shall file a written appeal with the Dean. This document should contain a concise statement of all relevant facts including the particular manner in which a student believes he or she was mistreated.

2. Upon receipt of a written appeal, the Dean shall review the appeal to determine whether the appeal presents a complaint upon which action should be taken. The Dean will respond within five (5) working days upon receipt of the appeal petition.
 - a. If the Dean decides that no further action should be taken, the appeal procedure will be terminated and a brief written explanation will be submitted to the student.
 - b. If the Dean decides that a further review should occur to determine whether the alleged conduct stated in the appeal should result in some action concerning the complaint, he or she shall bring the complaint before the appointed Center's Appellate Board. The Board will conduct a substantive review regarding all facts it deems pertinent to the appeal and will render a written recommendation with justification to uphold or negate the original decision. 1) The Board may, at its discretion, request that a committee be established in order to make a finding fact and further investigate the allegations. 2) The Board may, at its discretion, interview the student in person, or any other person the Board determines may have information relevant to the review. No person may have legal counsel appear on their behalf or in their place.
3. The Appellate Board will issue its recommendation directly to the Dean. The Dean will notify the student of a determination in writing.
4. If the student believes there have been any *procedural* irregularities within the appeal process, such irregularities must be addressed in writing to the Dean within five (5) days of the notification of determination. The Dean, upon review, will notify the student of his or her decision. If any irregularities have occurred, the Dean will return the appeal to the appellate board for consideration consistent with the process described in this *Handbook*.
5. The Dean's decision shall be final. However, either party shall have the right to contest any Committee final decision by contesting before the Broward County Court of Competence Jurisdiction that such a decision was arbitrary or capricious.

Any suit filed pursuant to this procedure shall be filed in Broward County, Florida, and the laws of Florida shall obtain.

Graduation Procedures

Students who have completed all requirements for the doctoral degree must submit a degree application. Forms are available from the registrar's office. A fee is required upon submission of the degree application form.

Applications require approval by the Office of the Dean, University Comptroller, Registrar and Librarian. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral. Following the conferral of the degree, which is noted on the official transcript, a diploma is mailed to the student.

Graduation exercises for Nova University take place each Summer. Students who are, or expect to be, eligible to participate in graduation service may contact the Office of the Registrar for information about graduation ceremonies.

IV. Student Rights and Responsibilities

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

I. Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others; and
 - j. Failure to pay tuition and fees in a timely manner.
2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol. There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses & Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus:

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health Clinics

Davie 475-7070

Lauderhill 486-3663

Coral Springs 753-7020

Community:

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances. Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

Federal Trafficking Penalties

PENALTY			Quantity	DRUG	Quantity	PENALTY	
CSA	2nd Offense	1st Offense				1st Offense	2nd Offense
	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg ¹ or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
I	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
and	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
1-10 gm mixture			LSD	10 gm or more mixture			
40-399 gm mixture			FENTANYL	400 gm or more mixture			
10-99 gm mixture			FENTANYL ANALOGUE	100 gm or more mixture			
II							
Drug		Quantity	First Offense		Second Offense		
	Others ²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.		Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.		
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.		
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.		
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.		Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.		

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg. ² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
				Physical	Psychological						
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric, Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine ¹	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufofenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity, decreased appetite, occasionally reported
Tetrahydracannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

¹ Designated a narcotic under the CSA

² Not designated a narcotic under the CSA

Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below *must* be designated as nonsmoking areas:

- Classrooms
- Restrooms
- Water fountain areas
- Elevators
- Libraries
- Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

- Private offices
- Lounges
- Private conference and meeting rooms
- Open work areas--if all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.